

The implementation of the Olympic education concept through “Generation 2024”

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Abstract

Pierre de Coubertin s'appuie sur le prestige de la civilisation de la Grèce antique pour imposer ses théories éducatives et pédagogiques. Aujourd'hui, le Mouvement olympique fonde ses actions à partir des principes énoncés dans la *Charte olympique*. Ces principes fondamentaux (droit à l'éducation, à la culture et aux sports) permettent de comprendre les enjeux et toute l'ambition du Comité internationale olympique (CIO) pour mener à bien cette éducation universelle.

L'olympisme, néologisme inventé par Coubertin, se présente comme un modèle éducatif universel à travers son concept d'éducation olympique apparu dans les années 1970. De multiples initiatives ou programmes olympiques ont été élaborés dans le monde principalement lors de la tenue des Jeux olympiques (Chine, Grèce, Australie, France...).

En France, par exemple, deux programmes d'éducation olympique, de grande envergure, sont principalement identifiés. Le premier concerne l'organisation des Jeux olympiques d'Albertville en 1992 et le second la candidature d'Annecy 2018 aux Jeux olympiques d'hiver.

L'organisation des Jeux olympiques à Paris en 2024 est une véritable opportunité pour la France de promouvoir le sport auprès de la jeunesse, de valoriser les valeurs olympiques (excellence, amitié et respect), de développer le sport santé, de renforcer la mixité au sein des pratiques et des instances dirigeantes, d'aller vers une société plus inclusive... La création des labels « *Génération 2024* » pour les établissements scolaires et universitaires tels que l'Université de Franche-Comté, « *Terre de Jeux* » pour les territoires, la diffusion d'outils éducatifs déployés à travers des temps forts : *Semaine olympique et paralympique*, *Journée olympique*, *Journée internationale du sport universitaire*... sont autant de ressources que l'on pourrait nommer programme « Éducation olympique Paris 2024 ».

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Abstract

Pierre de Coubertin relies on the prestige of the civilization of Ancient Greece to impose his educational and pedagogical theories. Today, the Olympic Movement bases its actions on the principles set out in the Olympic Charter. These fundamental principles (the right to education, culture and sport) enable us to understand the stakes and the International Olympic Committee's (IOC) ambition to achieve universal education.

Olympism, a neologism invented by Coubertin, presents itself as a universal educational model through its concept of Olympic education that appeared in the 1970s. Numerous Olympic initiatives or programmes have been developed throughout the world, mainly during the Olympic Games (China, Greece, Australia, France, etc.).

In France, for example, two large-scale Olympic education programmes were mainly identified. The first concerns the organisation of the Albertville Olympic Games in 1992 and the second the Annecy 2018 bid for the Winter Olympic Games.

The organisation of the Olympic Games in Paris in 2024 is a real opportunity for France to promote sport among young people, to enhance the Olympic values (excellence, friendship and respect), to develop health sport, to strengthen the diversity of practices and governing bodies, to move towards a more inclusive society... The creation of the "Generation 2024" labels for schools and universities such as the University of Franche-Comté, "Terre de Jeux" for the territories, the dissemination of educational tools deployed through high points: Olympic and Paralympic Week, Olympic Day, International University Sports Day...are all resources that could be called the "Olympic Education Paris 2024" programme.

Introduction

If Olympism occupies an important place in today's society through the Olympic Games (OG), it is above all, for the International Olympic Committee (IOC) "[...] a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Combining sport with culture and education, Olympism seeks to create a lifestyle based on the joy of effort, the educational value of good example and respect for universal fundamental ethical principles" (International Olympic Committee, 2019a, p. 11).

Following a tripartite agreement between the IOC and the two competing candidate cities, Paris and Los Angeles, the members of the International Olympic Committee (IOC) decided at the 131st Session in Lima, Peru, to award the organization of the XXXIIIrd Olympiad in Paris and the following one in Los Angeles. Paris returned to victory after the failures of the 1992, 2008 and 2012 candidatures. The Host City Contract was signed on 13 September 2017 between the IOC, the City of Paris and the French National Olympic and Sports Committee (Official Journal of the French Republic, 2019).

This historic decision is directly linked to the

new Olympic Agenda 2020 (International Olympic Committee, 2019b) drawn up and adopted by the IOC in 2014. It is now up to the candidate cities, and in particular those bidding to host the 2024 Olympic Games, to present a single Olympic project: "...that meets their long-term development plans in terms of social, economic, environmental and sporting aspects. The Olympic Agenda 2020 introduces a radically new philosophy and approach to the process of selecting host cities for the Olympic Games. The focus is now on sustainability, the legacy of the Games and cost reduction" (ibid, p. 8).

Priority is also given to strengthening the fundamental principles of Olympism and to disseminating the Olympic values through pedagogical and educational programmes.

In this spirit, Paris 2024 is targeting these future Games to a "young generation, Generation 2024, which will benefit from will benefit from innovative programmes delivered through educational institutions across the country, leveraging the Games to focus on entrepreneurial, sport, civic and humanitarian learning opportunities" (Paris Candidate City Olympic Games 2024. Paris - 2016-2017, 2016, 44).

Within the French education system and as part of "The Year of Olympism, from School to University", the Ministry of National Education is launching the "Generation 2024" labelling scheme from January 2018 (Ministry of National Education and Youth, 2019).

Clearly, the prospect of the future Paris 2024 Olympic Games is a real opportunity to create a dynamic within universities, secondary schools (high schools and colleges) and primary schools. The "Generation 2024" label represents a real educational, sporting and cultural challenge

based on didactic and pedagogical measures on the one hand, and on structuring projects through clubs, support for high-level athletes and participation in Olympic and Paralympic events on the other.

It is these aspects that we wish to address in this work. For all that, does not obtaining the "Generation 2024" label for schools and universities merely give the international body represented by the International Olympic Committee (IOC) and its various national associations such as the French National Olympic and Sports Committee (CNOSF) and the Organising Committee of the Paris 2024 Olympic Games an acceptable political showcase for the actions that must be carried out by a host city? Is this label a guarantee of quality in the promotion of Olympic values?

This document deals, first of all, with the conceptual approach by attempting to define the concepts of Olympism and Olympic education. We will then take a more pragmatic approach to different forms of Olympic education through the example of an Olympic Week organised by the French State (Ministries of National Education and Higher Education) and the Organising Committee for the Paris 2024 Olympic and Paralympic Games. And finally, we will conclude this reflection by trying to understand how this Olympic education is being institutionalised throughout the world.

1. THE CONCEPTS OF OLYMPISM AND OLYMPIC EDUCATION

A. The concept of Olympism

To the question "What is Olympism?" "Pierre de Coubertin answers with the following defini-

tion: “It is the religion of energy, the cult of intensive will developed by the practice of manly sports based on hygiene and civility and surrounded by art and thought” (Müller and Schantz, 1986, p. 446). For these reasons, the famous quotation from Juvenal’s *Satires Mens sana in corpore sano*, whose complete quotation is *Orandum est, ut sit mens sana in corpore sano*, does not correspond to Coubertin’s expectations. It is too hygienic and not very athletic. For Coubertin, Olympism is a tool that must serve to educate youth by relying on a double practice: sporting and intellectual. This ambitious programme combines a balance between mind and body, as shown by his famous motto *Mens fervida in corpore lacertoso* (ibid., p. 453).

Translated with www.DeepL.com/Translator (free version) Coubertin unquestionably relies on the Greek city to define this notion (Coubertin, 1918, p. 17): “There is, at the bottom of the destinies where the next society is being prepared, a kind of latent eliminatory conflict between the principle of the Roman state and that of the Greek city. We are doomed to rebuild on one of these two foundations. Appearances are in favour of the Roman state. For me, I believe in the Greek city” (Coubertin, 1931, p. 209.) It also builds on the initiatives developed in the the British school system through games and sports. In the 1860s, this innovative work through sport was taken up in all public schools and especially universities. It was following the publication of Thomas Hughes’ book *Tom Brown’s School Days*, published in 1857, that “it began to be explained that victories on the battlefields were prepared for on Eton’s playgrounds” (Zoro, 1986, p. 52). For Coubertin, Olympism is based on the alliance of two ideals: that of the the British school system and that of the Greeks. Olympism

is a philosophy in the broadest sense, combining body and mind, character and conscience.

For the researcher Norbert Müller, it is its dual and contradictory character that must be underlined: “Olympism is a state of mind resulting from a double cult: that of effort and that of eurythmy. And see how much in conformity with human nature the association of these two elements, the taste for excess and the taste for measure, appears, which, although contradictory in appearance, is nevertheless at the basis of all complete virility” (Müller, 1986, p. 385).

Coubertin’s lecture “*Les Assises philosophiques de l’Olympisme moderne*”, of 4 August 1935, recorded on Geneva radio, is considered to be the most important Olympic testimony of his last years of life (Müller and Schantz, 1986, p. 592). It constitutes a true testament against which each of the characteristics of Olympism can be measured: religion, elite, truce and beauty.

Olympism thus has a multitude of meanings. This reflection seems justified by the writings and speeches of Coubertin, who himself did not wish to give a very precise definition of it. Coubertin’s Olympism is “a syncretism between ancient Greek philosophy, Western Christianity and democratic cosmopolitanism” (Boulogne, 1975, p. 52).

This concept could also be defined as a border object in the sense used by Susan Star and James Griesemer (Star and Griesemer, 1989). This border object would succeed in getting very disparate actors to agree to cooperate in the goals of Olympism. For this to happen, the Olympic Movement must succeed in getting different actors interested in its work so that they contribute to its promotion while serving their own interests. The IOC must know how to “translate the interests of others” so that the

cosmopolitan group of actors becomes a group of allies mobilized around Olympism while continuing to serve their own ends (Lauriol, Guérin and Zannad, 2004). "The existence of a border-object thus allows each of the actors not to master all the dimensions or skills linked to the project, but to make a sufficiently simple and coherent representation of it so that they can focus on it, appropriate it, relate it to their own goals, concerns or identity and, in fine, decide to mobilise them in the project" (ibid., p. 1787). The Olympic border-object would constitute a cement between these different actors and the different worlds they represent. Obviously, Olympism is posed as a link between different conceptions, political, economic, educational or philosophical centres of interest. The links that organise these different worlds conceive and legitimise the place of the Olympic Movement in our contemporary society.

The Olympic Movement is obliged to establish strategies to gain maximum support for its projects (project development, sponsorship, political support, etc.). Children and adolescents, as future consumers or future sportsmen and women, have become important vectors to ensure the sustainability of the Olympic system. Various axes are thus envisaged: Youth Olympic Games (two editions: summer and winter) (Monnin, 2008a), education programme on Olympic values, contracts between the city organising the Olympic Games and the Ministry of National Education, etc. By extending its actions to a younger public, the concept of Olympic education thus takes on its full meaning.

B. The concept of Olympic education

This concept appeared in Olympic research

from the 1970s onwards, thanks in particular to the work carried out by the German researcher Norbert Müller (Müller, 2014). For Coubertin, Olympism may appear to be the preferred path for an education based on the harmonious development of body and mind. This education is made concrete through multiple initiatives such as the establishment of the Lausanne Olympic Institute (IOL) (Monnin and David, 2012), the International Bureau of Sports Pedagogy (BIPS) or the "ephemeral" creation of Olympic flesh at the Mediterranean Centre in Nice (Coubertin, 1934a, p. 28). With regard to this educational model, Coubertin never used the concept of Olympic education but that of "sports education" (Coubertin, 1934b), which can be found notably in his work *Pédagogie sportive*.

For all that, should the Olympism desired by Pierre de Coubertin remain, at the dawn of the 21st century, an educational model? Can one imagine proposing and providing Olympic education in the school or university system or among sportsmen and women?

In 2000, at the 5th session of the International Olympic Academy (IOA) for directors and presidents of National Olympic Academies (NOCs), the debates led to a definition, which we shall retain, of the concept of Olympic education: "Olympic education [relates] to social, mental, cultural, ethical and physical development. Sport is at the heart of this education aimed at raising young people to become mentally and physically balanced, cooperative, tolerant and peace-loving citizens [...]. Olympic education must enable individuals to acquire a philosophy of life through which they make a positive contribution to their family, community, country and the world" (Georgiadis, 2007, p. 217).

In comparing this definition with the roles

and missions of the school, Olympic education does not present any real originality (Monnin, 2012, pp. 333-351). The great educational aims of the school, mainly through the socialisation of a future active, autonomous and responsible adult, are taken up by the Olympic Movement. For example, in 1991, Claude Pineau¹ defined Physical Education in the following terms: “A teaching discipline, it proposes, by promoting the organic and land development and maintenance, the acquisition of knowledge and the construction of knowledge allowing the organization and management of one’s physical life at all ages as well as access to the fields of culture constituted by sports practices” (Pineau, 1991).

For other authors, André Rauch (Rauch, 1983) and Georges Vigarello (Vigarello, 1993), school-based PHE contributes fully to the development of the individual through learning about safety, the harmonious development of the body, or by promoting health. More recently, the publication of the Act of 23 April 2005 on the orientation and programme for the future of the school recalls that “The common base of knowledge and skills [...] refers to a set of knowledge and skills that pupils must master by the end of compulsory schooling in order to continue their training, build their professional future and succeed in life in society” (Ministry of National Education, Higher Education and Research, 2005).

Clearly, the principles that characterize Norbert Müller’s Olympic education appear redundant and close to those developed at school (Remmelkoor, 2007, p. 231):

- “Harmonious development;
- improvement through the pursuit of excellence ;
- respect in sport;
- peace and understanding among peoples;

- emancipation in and through sport”.

As for Otto Schantz, he wonders about the merits of such an approach: “Do we need Olympic education to transmit values to young people, to promote a sporting ethic? Do we need an Olympic education that carries with it the danger of becoming a doctrine, a secular religion? Is it not enough to try to transmit an ethics of sport, without concern for the Olympic Movement and its symbols?” (Schantz, 1998, p. 230). For IOC member Nat Indrapana, an educational programme based on Olympism must be integrated without interfering with existing school or university programmes (Indrapana, 2007, p. 163).

Two entries are possible:

- through academic research on Olympism;
- through the teaching transmitted to students and athletes in academic programmes.

Following this analysis of the concept of Olympic education and its recommendations, it is desirable to focus on the concrete implementation of such education at the Olympic Games and in the French school and university system.

2. OLYMPIC GAMES AND OLYMPIC EDUCATION

Long before the multiple initiatives of the French State to promote Olympism in the school and university system, such as the Year of Sport from School to University (2015-2016), the Year of Olympism from School to University (2016-2017) and the launch of the Generation 2024 label, it was at the 1964 Olympic Games in Tokyo that the first Olympic education programme in primary and secondary schools was launched. This initiative was continued at the

Olympic Games in Montreal by the Organising Committee for the Olympic Games (OCOG). Well before the Games began in 1976, an Olympic program entitled Promotion of Olympism in Schools was introduced for three years (1973-1976) in Quebec City schools. "The program aimed to promote awareness of the Olympic Movement and ensure its positive impact on modern society" (Georgiadis, 2009, p. 133).

For Konstantinos Georgiadis, Honorary Dean of the IOA, these two Olympic education programmes organized in parallel with the Olympic Games "[...] were considered as models for their time and thus contributed to the development of Olympic education worldwide.

Currently, Olympic education programmes are being implemented in several countries around the world, particularly during the Olympic Games" (Ibid.).

Organising the Olympic Games for a nation seems to be an effective way to raise awareness of the Olympic Movement and its values among its inhabitants.

In order to understand how the OCOGs broadcast and organise these programmes, let us take the example of two large-scale Olympic education programmes that have been carried out in France.

The first concerns the organisation of the Albertville 1992 Olympic Games and the second concerns Annecy's bid to host the 2018 Winter Games.

Albertville 1992

By becoming host city of the Winter Games on 17 October 1986, France put in place for the first time a real Olympic education programme. It began on 23 March 1991 with a rather original project: the creation of an Olympic kit called

Ecolympique, Albertville 1992 (Ministry of National Education, Youth and Sports, 1991). This kit, produced with the support of the Ministry of National Education, was intended for all elementary and middle school classes in order to involve them in the running of the XVI Winter Olympics.

Lionel Jospin, Minister of National Education, Youth and Sports, wishes to involve teachers and students in this event: "Because the school lives in symbiosis with its country, because it is open to all the events that make up and contribute to shaping France's cultural heritage, it was a natural choice to be a partner of the Organising Committee for the Olympic Games. The EC-OLYMPIC teaching kit [...] will enable teachers to bring this sporting event to life for their pupils in an original way" (Jospin, 1991).

The content of the kit, which is very rich and varied, includes a multidisciplinary and educational package covering three generic themes: the Olympics, Savoie and the mountain environment and Albertville 1992. Produced by a team of Savoyard teachers, the kit is divided into three main sections :

The first is intended for teachers to work with students and to animate the class thanks to a set of folders containing :

- Thirty-four dossiers for the teacher (three hundred and twelve pages in four colours³) and pedagogical sheets corresponding to each dossier (sixty-eight pages³).
- Student files (one hundred and twenty-four pages in four colours) organized around thirty-four different themes and a set of sixty slides.
- Seven posters (including a map of the "three valleys" and a map of the vegetation) and a 1/100,000th scale map of Savoy with relief indi-

cations.

The second allows you to follow and experience the 1992 Olympic Games live thanks to a table of results to be completed daily.

As for the third, it serves to energise the whole by means of images. From autumn 1991, a videotape was available in each departmental educational documentation centre (CDDP).

This set can be used individually, but a theme covered in class (or in a discovery class) requires the use of several complementary files. For example, the study of Savoie is based on dossiers such as Life in the mountains, Aspects of Savoie, Agriculture, Generation of resorts. The teacher can thus illustrate the subject of study with slides, posters, maps and use these tools as a support element for his or her action and educational project.

Annecy 2018

As part of its bid to host the 2018 Winter Olympics, the city of Annecy is multiplying initiatives to promote Olympic education in schools. For example, an Olympic week is being organised from 15 to 19 November 2010 with a dominant slogan: "Combining sport, culture and education". The city offers artistic, cultural and sports activities in all schools to enable children to discover: the history of the Olympic Games, the Olympic values, sports disciplines, etc.

During the months of April and May 2011, more than 50 Olympic champions, Olympic medalists and Olympians are welcomed in 135 classes (schools and colleges) spread over 35 communes in the departments of Haute Savoie, Savoie and Isère. Nearly 3,500 students are made aware by the educational teams of the Grenoble Academy of Olympism and its values,

on the theme "Education and Olympism - Athletes and young people: sharing experiences" (C notre histoire, 2011).

On 5 November 2010, the Annecy 2018 bid committee presented the book entitled Education and Olympism: from one pole to the other (Goursolas and Villermet, 2010) to all its partners within the Chamonix National Ski and Mountaineering School. This educational support is produced in partnership with the National Education and the Haute-Savoie Academic Inspectorate.

The Rector of the Grenoble Academy, Olivier Audéoud, in a letter dated 11 January 2011 officially presented the book: "This 164-page teaching aid focuses on the educational continuum: it is intended for schools, colleges and high schools. It is based both on the common base of knowledge and skills and on the implementation of interdisciplinary work. [...] This book has been designed in part by and for teachers based on a variety of experiences" (Letter from Mr. Olivier Audéoud, 2011). The aim is to raise awareness among as many students as possible to encourage them to take part in sports activities in their lives.

Its designer, Jean-Marc Villermet, in charge of the Haute-Savoie Academy Inspectorate, explains the major motivations that led to the creation of this book⁴. It is a question of "accompanying the actions proposed in the three departments where the Winter Olympics have already taken place (Haute-Savoie, Isère, Savoie), to facilitate the initiatives of the establishments, and to give some pedagogical reference points, we have designed a work - "Education and Olympism, from one centre to another" - which proposes some work paths, by discipli-

nary contents (sciences, languages, literature, ESD, arts and culture...) and inter-disciplinary contents - in the form of practical sheets based on the common base, working by objectives... This work also gives information that allows a better knowledge of the history, heritage, geography of the territory, its champions, current and former, able-bodied and disabled. It is completed by a DVD of resources, a bibliography, a filmography ... "(ToutÉduc, 2011).

This tool is therefore based on the common base of knowledge and skills, which is a major provision of the Act of 23 April 2005⁵ on the orientation and program for the future of the school (Loi d'orientation et de programme pour l'avenir de l'école, April 23, 2005). For the seven skills making up the common base of levels and themes are identified for students in schools and colleges, then practical information sheets related to the Annecy 2018 bid are drawn up.

Sixteen themes are described in detail in six or ten pages to guide teachers in their pedagogical choices:

- Welcoming, receiving, meeting;
- Sport and disability: time to win;
- Sports in the spotlight;
- All fire, all flame;
- Baroque: Shards of Dreams and Ice Saints;
- Olympic Planet;
- Adventure, discovery and emotion;
- Big screen: The mountain surrenders;
- The Olympic Truce;
- Track games;
- Roger Frison-Roche, the mountain sports writer;
- Sustainable development: how to build the slope?;
- Experiences of snow sports;
- Water, snow and ice;

- Winter in the mountains : traces of medieval architecture;
- The time of competition.

The teacher also has at his disposal a DVD (documentary visuals, bibliography...) to help him in his teaching and in the construction of his pedagogical contents. And finally, for the teacher who wishes to organise a discovery class, a school outing, a study of documents or a snow class, there are work tracks on the theme of living in the mountains around Annecy, in the Aravis country, in the Mont-Blanc country, in the heart of Haute-Savoie or in Chablais are targeted according to the subject taught.

Today, the preparation and staging of the Olympic Games are the occasion for original programmes in different countries that use their media coverage to raise awareness of the Olympic Movement and its values.

3. TOWARDS AN INSTITUTIONALISATION OF OLYMPIC EDUCATION

In addition to these youth awareness operations that now accompany every Olympic event, training programmes exist in many universities around the world, such as at the UFC (University of Franche-Comté) with the IOC-supported Centre for University Olympic Studies and Research (CEROU). There are also operations for primary and secondary school students. This is why, in anticipation of the 2008 Olympic Games in Beijing (China), as early as 2006, the IOC Commission for Culture and Olympic Education (International Olympic Committee, 2008a) worked on the creation of an Olympic Values Education Programme (OVEP), the aim of which is to encourage teachers and trainers from all

over the world to introduce Olympic values into their educational programmes and activities.

Olympic Values Education Programme (OVEP)

In September 2008, the OVEP was officially presented at the World Forum on Sport, Education and Culture in Busan, South Korea. It consisted of three components:

- An educational reference manual (officially launched in October 2008), entitled Teaching Values. An Olympic Education Manual (International Olympic Committee, 2008a), on how to integrate the Olympic values (excellence, friendship and respect) into a school and university curriculum;
- An interactive database (officially launched in December 2009) in the field of Olympic education to enable exchanges and to create an inventory of actions already carried out and the tools used to encourage teachers and trainers around the world to promote Olympic values;
- A label (officially launched in October 2009), to encourage and reward teachers, educators and school structures to offer Olympic values education programmes (International Olympic Committee, 2008b).

For the President of the Commission, Zhenliang Hé, “the union of sport, culture and education is at the basis of the Olympic Movement and has been the driving force of Olympism over the last century. There is no doubt that even today, sport still has an essential educational role to play in our societies at all levels, from school sport to elite sport and mass sport. Sport and education have also extended their influence to many other areas such as health, environment or management know-how” (International Olympic Committee, 2006).

On the basis of this initial work, in October

2016 the IOC developed version 2.0 of the OVEP. A kit consisting of four different resources was available free of charge at the start of the 2017 school year (International Olympic Committee, 2019d) :

- Fundamentals of Olympic values education. A programme based on sport (manual) ;
- Implementing the OVEP: A Practical Guide to Education in Olympic Values;
- Worksheets: Exercises to support education in Olympic values;
- OVEP Workshop Plan: Learning through Physical Activity.

“The OVEP can enrich existing educational resources, contribute to improving academic performance and foster civic responsibility through its practice-based approach. Respect for cultural diversity and education systems are essential conditions for the programme” (International Olympic Committee, 2019c):

The IOC has undertaken over several years a series of studies, surveys, programmes..., dealing with education, culture and the Olympic Games. “These surveys have shown that while the public is disappointed and concerned about the functioning of the IOC as an institution, the public continues to hold the Olympic Games, the athletes and the Olympic values in high esteem [...]. The public universally and consistently views the image of the Olympic Games with great respect. The Olympic Games are held in the same esteem as the Red Cross or UNICEF, both of which are purely humanitarian organizations. “(International Olympic Committee, 2001). The Olympic Movement enjoys a very positive image thanks to the symbol of the Olympic Games.

Youth Olympic Games (YOG)

In 2007, the IOC launched the Youth Olympic Games (YOG) (Monnin, 2008b), which are held every four years in the summer/winter and also in parallel with the Olympic Games. It is a high-level sporting event open to adolescents from all over the world. For former IOC President Jacques Rogge, the YOG should be inspired by the configuration of the European Youth Olympic Festival (EYOF). The main idea is to introduce an educational, cultural and multimedia programme alongside the sports programme for young athletes aged 14 to 18. The Olympic authorities want this new international event to give a new dimension to the Olympic principles and ideals. The aim is to offer young competitors suitable events that enable them to compete among high-level athletes while at the same time introducing them to the values of Olympism and how they are put into practice. In order to carry out this ambitious project, the host city of the YOG must set up, in parallel with the competitions, forums and seminars to "[...] address societal issues of importance to young people and society in general" (International Olympic Committee, 2007, p. 7). Each participant (athletes, technical experts, officials and journalists) must, upon returning to their country, become an ambassador with the mission of encouraging their fellow human beings to practice a sport. This dissemination is urgent and vital "[...] in the face of the steady decline in the practice of sport among young people, with a sharp decline at the age of 15 or 16 in both developed and emerging countries. This leads to a decline in physical activity and an increased risk of obesity" (International Olympic Committee, 2007, p. 7).

The YOG are unique in that they also include a Cultural and Educational Programme (CEP), which is organised around five themes (French National Olympic and Sports Committee, 2020):

Theme 1: Olympism :

- History of the Olympic Movement
- Olympism and Olympic values

Theme 2: Skills development :

- Athlete's Environment
- Construction of a professional project

Theme 3: Well-being, Health and Lifestyle :

- Risks in Sport
- Well-being and healthy lifestyle

Theme 4: Social Responsibility :

- Participation in the community
- Sustainable development

Theme 5: The expression :

- Introduction to digital media and new developments

The objective of the CEP is to provide "a range of fun, interactive activities, workshops and team-building exercises, and to give participating athletes the opportunity to learn about Olympic values, experience other cultures and develop the skills necessary to become true ambassadors for their sport" (International Olympic Committee, 2013). Participants come from all over the world: 204 National Olympic Committees, plus independent Olympic participants (athletes from Kuwait, due to the suspension of their NOCs) took part in the summer edition in Singapore in 2010 and 69 in Innsbruck. 4,000 athletes gathered at the summer YOG in Buenos Aires (the first time the Games have had gender parity) in October 2018, while the winter YOG in Lausanne is expected to welcome around 1,880 athletes in January 2020. The IOC

Table 1: Summer and Winter Youth Olympic Games

	Summer			Winter		
City	Singapour	Nanjing	Buenos Aires	Innsbruck	Lillehammer	Lausanne ⁶
Numbering	1	2	3	1	2	3
Year	2010	2014	2018	2012	2016	2020
Dates	14.08-26.08	16.08-28.08	06.10-18.10	13.01-22.01	12.02-21-02	09.01-22.01
Sport	26	28	32	7	7	8
Events	201	222	239	63	70	81
Boys	1.846	1.908	2.000	556	570	915
Girls	1.678	1.851	2.000	466	497	869
Total boys and girls	3.524	3.759	4.000	1022	1067	1.784
National Olympic Committees	204 ⁷	203	206	69	71	79
Young Ambassadors	29	104	83	33	39	11
Young Reporters	29	35	34	15	15	15
Athlete Role Models	47	37	62	47	15	24
Volunteers	20.000	18.200	8.300	1.440	3.278	3.300
Media	1.768	3.160	2.166	900	653	1.126

adds that “participants other than competitors, i.e. young reporters, ambassadors and athlete role models, are also an integral part of the Youth Olympic Games experience” (Ibid.) Like the Olympic Games, the YOG is held every four years, alternating with the Games. The first Summer YOG were held in Singapore in 2010 and the first Winter YOG in Innsbruck in 2012 (Table 1).

4. “GENERATION 2024”

Following on from the “Year of Sport from School to University”, the Ministry of National Education in its circular of August 2016 declares, in support of the Paris 2024 bid, the 2016-2017 school and university year as the “Year of Olympism from School to University”. The objective is to “link the practice of sport to an educational, cultural or civic ambition based on Olympism and its values” (Ministry of National

Education, Higher Education and Research, 2016). Five major events punctuate this Olympic year (Monnin, 2017):

- National School Sports Day (JNSS) on the theme “School commits to Paris 2024”, 14 September 2016 (1st edition: 2010);
- International University Sports Day proclaimed by UNESCO on 20 September 2016 (1st edition: 2016) ;
- National University Sports Day (NUSD) “Campus Sports Day”, 6 October 2016 (1st edition: 2010);
- Olympic and Paralympic Week, 21-29 January 2017 (1st edition: 2017);
- Olympic Day”, 23 June 2017 (1st edition: 1948).

The Ministry of National Education and Youth defines the values of sport in these terms: “[...] sport and school are based on the same values: a taste for effort, perseverance, the will to

progress, respect for others, for oneself and for rules, etc.". "(Ministry of National Education, Higher Education and Research, 2015). The Paris bid is also a means of promoting existing educational actions through the many mechanisms such as the student's citizen path (Ministry of National Education and Youth, 2016). This joint work proposes an Olympic education programme with the opportunity for students and athletes: "... [to understand] the fundamental principles of the Olympic philosophy [defined in the Olympic Charter]". To understand the fundamental principles of the Olympic philosophy [defined in the Olympic Charter]; to present Olympism and the idea of the Olympic Games; to promote and disseminate the ethical and educational values of the Olympic Movement; to explain Olympism and the universal ideal in the sense of 'Kalokagathia' ; to train body and mind harmoniously in accordance with the Olympic philosophy; and to forge the personality of each individual according to Coubertin, thus laying the foundations of international understanding" (Ministry of National Education, Higher Education and Research, 2016).

In this, as Konstantinos Georgiadis suggests, an Olympic education project comprises three main points: first, to understand the Olympic principles of the Olympic Charter; second, to grasp the historical and pedagogical foundations of the Olympic ideal; and third, to better understand our society and our current lifestyles (Georgiadis, 2007).

In order to highlight all the actions carried out during this school year, the Ministry of National Education and Higher Education and Research is awarding the label "Year of Olympism, from school to university" to 98 projects (EP&S

Magazine, 2017) aimed, for example, at :

- ...be based on a strong partnership between a school or higher education institution, a school or university sports player (school or university sports federations, university sports associations) and/or a player in the sports movement (Regional Olympic and Sports Committee, Departmental Olympic and Sports Committee, sports federation, league, committee or club);
- to link the practice of sport to an educational, cultural or civic ambition based on Olympism and its values, on the model for example of the "Olympic Classes", an educational action proposed by the CNOSF [...]" (Ministry of National Education, Higher Education and Research, 2016).

The inter-ministerial programme : "Sport at the service of society" .

A few months before the IOC's announcement of the host city for the 2024 Games, the Minister of the City, Youth and Sport and the Secretary of State for Sport presented an inter-ministerial programme on State support and Olympic legacy for Paris'bid for the 2024 Olympic and Paralympic Games to the Council of Ministers on 22 March 2017. A budget of 20 million euros is released for a sports development plan.

The minutes of the Council of Ministers clearly state that: "[...] heritage is a major element of the Paris 2024 bid, which wishes to fully meet the expectations of the French people by proposing a sustainable project at the service of society. This is why the State is currently implementing an interministerial support programme as part of a heritage dynamic led by the Paris 2024 public interest grouping (GIP)" (Council of Ministers report, 2017).

A supporting document entitled "Sport at the

service of society” (Paris, candidate city for the 2024 Olympic Games and Ministry of the City, Youth and Sport, 2018), lists the 24 measures of this interministerial programme developed through six themes (youth/education/culture; health/disability; social inclusion/employment; gender equality; sport and territories; environmental excellence).

In the youth/education/culture theme, of the five measures, the first concerns the creation of a “Generation 2024” label for schools and universities. The aim is “[...] to develop the practice of sport among young people through the implementation of concrete actions that can be multiplied at the national level” (Paris, candidate city for the 2024 Olympic Games and Ministry of the City, Youth and Sport, 2018, p. 4).

Three high points are thus programmed during the school year:

- National School Sports Day;
- Olympic and Paralympic Week;
- Olympic Day.

In addition to the criteria for obtaining the label (participation in Olympic and Paralympic Week...), objectives are clearly stated through the following five indicators:

- To label at least 20% of schools by 2024;
- Promote the opening, outside school hours, of 16,000 school sports facilities by 2024;
- Involve all 63,000 French schools, collèges and lycées in Olympic Week;
- Draft and disseminate a guide to good practice: “How to welcome a top-level sportsman or woman to your school ?” ;
- Organise the signing of a charter to promote sport and PES as a tool for gender equality with the ministries concerned and school and university sports federations.

On the occasion of the 8th National School Sports Day (JNSS), which is held on Wednesday 27 September of the 2017-2018 school year, the Minister of National Education goes to the Jules Ladoumègue Sports Complex in Paris and, a few days after the designation of Paris for the organization of the 2024 Olympic and Paralympic Games, makes seven commitments, including that of “...a call for projects for the “2024 generation label” [which] will be launched in partnership with the Ministry of Sports for schools and educational establishments for implementation from the start of the 2018 school year, with a target of a hundred labels in the first year” (Ministry of Higher Education, Research and Innovation and Ministry of Sports, 2018).

The specifications of the “Generation 2024” label include four objectives (Ministry of National Education and Youth, Ministry of Agriculture and Food and Ministry of Sports, 2018):

- To develop structuring projects with the sports clubs of the territory;
- Participate in Olympic and Paralympic promotional events ;
- Adapt the career paths of high-level sportsmen and women;
- Open the sports facilities of the establishments “ and four Guiding Principles :
- To encourage voluntary work in schools and institutions to develop the practice of sports;
- To encourage the autonomy of schools/institutions, access to new methods of pedagogical partnership;
- To encourage educational continuity in the different stages of a young person’s life in partnership with local authorities and the local sports world;
- The expertise of the sports association of the

Table 2: Number of higher education establishments labelled Generation 2024

	February 2019	June 2019	Total
Universities	24	14	38
Colleges	6	4	10
CREPS	0	6	6
Total	30	24	54

school or the EPLE (USEP, UNSS, UGSEL) is an important point of support.

Without waiting for the start of the new school year, 269 schools and educational establishments (128 primary schools, 67 middle schools, 70 high schools and 4 agricultural teaching establishments) that are the forerunners of the “Generation 2024” programme have been awarded the “Generation 2024” label in order to enhance the value of their work over the last few years to promote Olympism.

Currently, 2,212 schools, collèges and lycées have been awarded the label (Ministry of National Education and Youth, 2019) as well as 54 higher education establishments (Ministry of Higher Education, Research and Innovation, 2019, (Table No. 2).

The “Generation 2024” label for higher education institutions

On 20 September 2018, on International University Sports Day (JISU), the Ministers of Higher Education, Research and Innovation and Sports officially announced the launch of the Generation 2024 label for higher education institutions (Monnin, 2019). “With a view to the organisation of the Olympic and Paralympic Games in Paris in 2024 (JOP 2024), this label aims to encourage the development of regular sports practice by students, particularly scholarship

holders and those with disabilities, as well as the involvement of students in the “Paris 2024” movement” (Ministry of Higher Education, Research and Innovation, 2018).

In parallel with this announcement, the University Presidents receive two official letters from the Ministries concerned, which specify the expectations and objectives of this label. The first letter sets out the framework, taking up all the societal issues involved in hosting the Olympic Games in France: “Our ambition, as you know, is to instil a genuine culture of sport in our country. Who better than the younger generation to convey these messages” (Letter from the Ministers of Higher Education, Research and Innovation and Sport, 2018). The second is technical, indicating the entire procedure and timetable for submitting a candidacy (Letter from Ms Brigitte Plateau, 2018). It is reminded that this application is annual and that each application must be sent before December 1st of each year to be examined first by a technical council at the academic level (referents “Generation 2024” of the Rectorate and the Regional Directorate of Youth and Sport and Social Cohesion) and then by a National Labelling Committee in January. The results are announced before or during the Olympic and Paralympic Week (SOP) which generally takes place in February. The label is awarded for a period of three years.

This label for higher education institutions has several objectives:

- ...to develop links between the institution and its sports association environment;
- ...to take part in the mobilization events around the 2024 Paris Games;
- to open the sports facilities of the institutions;

- to encourage regular practice among students;
- ensure that students with disabilities are taken into account;
- renovate, generalise and modernise the study conditions for top-level sportsmen and women.

To obtain the “Generation 2024” label, four items must be completed (Ministry of Higher Education, Research and Innovation and Ministry of Sports, 2018):

- Development of links between the institution and its sports association environment;
- Participation in research and Olympic and Paralympic promotional events;
- Accompanying or hosting high-level athletes (including young people with disabilities);
- Provision of existing sports facilities within the university campus to local sports associations and businesses.

As a result of the agreement with the IOC and the International Paralympic Committee (IPC), the Organizing Committee for the Olympic and Paralympic Games Paris 2024 is responsible for the delivery of the Olympic and Paralympic Games.

The Paralympic Games play a central role in the organization of the Games and this will contribute to changing society’s view of disability, building a more inclusive and supportive society and increasing the visibility of Paralympic athletes. It is therefore obvious that in order to obtain the “Generation 2024” label, all actions undertaken in the field of disability should be collected.

“Generation 2024” has similarities with the “Legacy and Actions” programme deployed in Japan for the Tokyo 2020 Olympic Games through the following five pillars:

- “Sport and Health;
- “Urban Development and Sustainability;
- “Culture and Education;
- “Economy and Technology;
- “Recovery, National Benefits and International Communication.

The University of Franche-Comté labelled “Generation 2024”.

On 4 February 2019, on the occasion of the launch of the Olympic and Paralympic Week (SOP), the Ministry of Higher Education, Research and Innovation and the Ministry of Sports awarded the label Generation 2024 to the UFC (Université of Franche-Comté, 2018a). It is one of the first 24 universities to be awarded the label. Granted for three years, this label is a great recognition for the University of Franche-Comté, which has been pursuing a committed policy of promoting sport and Olympic values for more than ten years.

This label highlights the numerous assets and actions carried out within the University:

- The university stands out from other French universities by obtaining the first label for higher education institutions;
- The university ensures a good national and international visibility in terms of Olympism, notably through exchanges with foreign universities (teacher-researcher/student);
- The university is loyal to its supporters such as the International Olympic Committee (IOC), the Olympic Studies Centre (OSC) based in Lausanne, Switzerland, the French National Olympic and Sports Committee (CNOSF)... for all actions carried out and/or to come;
- The university has a strong ambition to innovate by building on the three highlights of Olympic and Paralympic promotional events

(International University Sports Day, Olympic and Paralympic Week and Olympic Day);

- The university becomes the reference on Olympism (research, publication...) in France ;
- The University is highlighted by all its actions and know-how aimed at students (scholarship holders, disabled people, etc.) and all its staff by organising ambitious events (50th anniversary of the Grenoble 2018 Olympic Games at the Palais des Sports in Besançon; Culture, Sport and Education Day, etc.);
- The University organises a range of sporting, cultural and artistic activities for all students and staff by building on and promoting the many existing bridges between the UFC and local, national and/or international sports clubs ;

All these actions are intended to develop within the framework of the international development strategy carried out by the University's International Relations and Francophonie Department.

5. THE UNIVERSITY OLYMPIC STUDIES AND RESEARCH CENTRE (CEROU)

Since 2014, the Olympic Studies Centre (OSC) of the International Olympic Committee (IOC) based in Lausanne, Switzerland, has been listing all Olympic Studies Centres (OSCs) / research groups and Olympic academic institutions,

which attests to their ongoing commitment to promoting Olympic studies.

These structures undertake research, education and/or information dissemination activities related to the Olympic phenomenon.

In March 2019 (document drafted by the Centre for Olympic Studies entitled: "Olympic Studies Centres around the World" (International Olympic Committee, 2019e), 43 OSCs in 24 countries are officially registered by the OSC in Lausanne.

15 countries have a single structure and nine countries have at least two (9 for Spain and 3 in Brazil - China - United States) (Table 3). Several explanations can explain the creation of a CEO such as :

- The country has organised Olympic Games and wishes to continue its legacy;
- The willingness of research teams to carry out studies and research on the theme of Olympism;
- The existing links between the National Olympic Committee and/or the National Olympic Academy.

The Centre for University Olympic Studies and Research (CEROU), which has expressly obtained the support of the CNOSF, the International Olympic Committee (IOC), the Ministry of Sport and the Organising Committee for the Olympic Games Paris 2024, is the first OSC in France to be based at the UFC and thus pro-

Table 3: Number of Olympic Studies Centres by Country in the World

Country	Number of OSCs
15 : Argentina - Belgium - Canada - Chile - France - Israel - Italy - Japan - Mexico - Netherlands - New Zealand - Norway - Russia - South Africa - Ukraine	1
5 : Germany - Australia - South Korea - Switzerland - Continental	2
3 : Brazil - China - United States	3
1 : Spain	9

Table 4 : Essential steps in the creation of the CEROU

Date	Structure	Event	Objective
20 September 2019	•CROS •UFC	International University Sports Day (UNESCO - CONSEIL EXECUTIF, 2019)	Signature of the convention
10 December 2019	UFC	Board of Directors	Vote for création
12 March 2020	UFC	Board of Directors	Appointment of Director

motes the creation and dissemination of Olympic knowledge. The CEROU is directly linked to the policy of research, promotion of sport and Olympic values within the UFC and “Generation 2024” .

In order to create this type of centre and to be recognised by the Olympic Studies Centre (OSC) of the International Olympic Committee (IOC) based in Lausanne (Switzerland) two points are essential :

- To justify past and future research, educational and/or information dissemination activities related to the Olympic phenomenon in the university ;
- To be recognized or in direct relation with the International Olympic Committee (IOC).

These two criteria are largely covered by all the actions and academic research carried out by the UFC.

Two essential steps led to the creation of the first French CEO (Table 4).

The CEROU is a study and research federation of the UFC. Its vocation is to federate the studies, teaching and research work relating to Olympism carried out and delivered within the UFC or outside it. To this end, it coordinates collaborations between the components and research entities of the UFC in order to encourage the emergence of joint studies, teaching and research. The CEROU is founded by the UFC and involves all its components. It includes ex-officio

members and associate members who participate with voting rights in the CEROU’s General Assembly. The CEROU is committed to promoting an educational and research policy along the following four strategic lines: Research; Teaching and training; Expertise; Promotion.

To ensure its functioning, the CEROU has a Strategic Orientation Committee (COS) of 20 members.

Conclusion

Pierre de Coubertin’s major concern in renovating the Olympic Games on 23 June 1894 in France was to develop a tool that he called “Olympism”. It was to serve to educate young people by relying on a dual practice: sporting and intellectual. Over the years, this ambitious programme has led to numerous Olympic education programmes such as the Olympic Values Education Programme (OVEP) set up by the IOC, the Youth Olympic Games (YOG) with the Cultural and Educational Programme (CEP), the Olympic Studies Centres (OSC), etc.

In this context, the French State has launched several initiatives such as the “Year of Sport from School to University” (2015-2016) and the “Year of Olympism from School to University” (2016-2017). With the designation of Paris as the host city of the future 2024 Olympic and Paralympic Games, the Ministries of National Education and Higher Education are creating

the "Generation 2024" label for schools and universities.

The UFC is one of the first universities in France to be awarded the label by the Ministry of Higher Education, Research and Innovation and the Ministry of Sports. This label is the recognition of a policy committed to the promotion of sport and Olympic values for more than ten years. This dynamic was also reflected in the appointment, which is a first in France, of a Vice-President Delegate for Olympism - Generation 2024 (University of Franche-Comté, 2018b). Several large-scale initiatives such as the organisation of the 2019 and 2020 Olympic and Paralympic Week have made it possible to highlight the theme of mixed sports and gender equality (University of Franche-Comté, 2019) or the holding of the Culture, Sport and Education Day, supported by the Organising Committee for the 2024 Paris Olympic Games, is fully in line with the objectives set by the Ministry of National Education and the Ministry of Higher Education, Research and Innovation by combining themes such as raising awareness of the values of Olympism, the discovery of Olympic and Paralympic disciplines, a change of perspective on disability based on the discovery of Paralympic sports and the promotion of our high level athletes;

The creation in December 2019 of the first French CEROU, supported by the highest national and international sports and Olympic authorities, makes it possible to calmly envisage the pursuit of a committed policy in terms of research and the promotion of sport and Olympic values within the UFC and on French territory.

Notes

- ¹ Inspector General of the French Ministry of National Education.
- ² It is a real data and reflection bank on the event of the Olympic Games and Savoie.
- ³ These propose activities to be chosen according to the class project.
- ⁴ The book entitled *Éducation et Olympisme : d'un pôle à l'autre* is published by the Scérén, 2000 copies of which are distributed in Savoie and Haute-Savoie and online on several sites, with a complete downloadable version.
- ⁵ The seven competences constituting the common base: mastery of the French language; practice of a living foreign language; main elements of mathematics and scientific and technological culture; mastery of the usual information and communication techniques; humanistic culture; social and civic competences and autonomy and initiative.
- ⁶ Estimates December 2019
- ⁷ To the 204 NOCs, we must add the independent Olympic participants (athletes from Kuwait, due to the suspension of their NOC)

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